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# Scots College Language Policy

Feb 2017

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## **Rationale**

### **To establish the basic principles by which second-language learning opportunities are offered across the school.**

Language is the key to all learning. Cultures are communicated and expressed through language. As such language is crucial to individuals, communities and societies. For the purposes of this policy the use of language is defined in the following way:

*At Scots College students develop the ability to think and learn and to enhance social skills and values through the use of communication practices that can collectively be described as **'language'**.*

The languages that we rely on most frequently include our mother tongue communicative language, a second communicative language and a scientific, creative and academic language. We recognise that New Zealand is now a multicultural society and this is reflected in the opportunities available to our students.

All teachers at Scots College are language teachers; however the ongoing development of 'language' is also the collective responsibility of our wider school community. Since language reflects culture, by offering our students the opportunity to learn a second language we are enabling them to recognise and value the numerous cultures represented across the globe and as such become responsible and caring global citizens.

### **Objectives:**

1. To establish guidelines for the provision of second-language learning in the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).
  2. To establish guidelines for the provision of languages at NCEA.
  3. To establish guidelines for the support of students whose mother tongue is not English.
  4. To establish guidelines for the provision of Te Reo Maori.
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## Guidelines:

1. Additional language learning is an established and integral part of the Primary Years Programme at Scots College Prep School. All students in years 1-6 receive specialist instruction in an additional language. It is intended that students will study the Spanish language throughout the PYP programme. Students receive instruction using an interactive approach to second language learning. Teaching integrates the skill areas of listening, speaking, reading, writing & viewing. Our teachers support the IB Learner Profile and PYP Attitudes as well as the programme of inquiry, whenever and wherever appropriate, resulting in a transdisciplinary approach.

The Prep School places importance on the support of other languages including mother tongue. Students and parents who speak another language bring an added perspective to learning. We value their views and encourage their knowledge as resources and guest speakers. Our library has books in the home languages of some of our students and continues to look for more resources to support both second language acquisition and other mother tongue languages.

2. Students who have English as their first language entering the MYP programme in Year 7 receive an introductory course in our 3 Language Acquisition subjects; French, Spanish and Mandarin. In Term 3 the Year 7s will choose which Language they will study through the remaining years of the MYP programme. Allowing students to make the choice of which language to study is an important part of the process of developing the qualities of the IB Learner Profile. Teaching integrates the skill areas of listening, speaking, reading, writing & viewing. Inquiry-based learning and inter-culturalism are central to the units of work across all the languages on offer. Teaching also integrates the IB Learner Profile and students are encouraged to transfer skills from other learning areas to their language learning, to adopt a more interdisciplinary approach to language acquisition.
  3. International Students or domestic students for whom English is a Second Language will be taught English as a Language Acquisition subject in lieu of the MYP Language and Literature class. Wherever practicable Scots College will provide self-study support to those students who wish to continue mother tongue languages as their MYP Language and Literature option. International students may be able to join other Language Acquisition classes (as long as that Language is not their mother tongue or English) if their English skills allow.
  4. Wherever practicable students with prior language experience will be placed in an appropriate class for their phase, even if this means they join a class outside of their year level.
  5. In rare cases a MYP student may take a second Language Acquisition subject with the approval of either the AP Curriculum Middle School or the AP Teaching and Learning.
  6. As a result of a review in 2016 the Middle and Senior library is devoting more of its budget to providing texts in our MYP Language Acquisition languages.
  7. All students enrolled on the IB Diploma Programme must study Language A and Language B (language acquisition). Group 2 language acquisition options currently are Mandarin and Spanish Ab initio at Standard level. French, and Spanish are available at both Higher and Standard level. Other Language B options may be offered to students if it is feasible to do so. Scots College will provide self-study
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support to those students who wish to continue mother tongue languages as their language A. Inquiry-based learning and inter-culturalism are central to the units of work across all the languages on offer. Teaching also integrates the IB Learner Profile and students are encouraged to transfer skills from other learning areas to their language learning, to adopt a more interdisciplinary approach to language acquisition.

8. Scots College continues to be a dual pathway school, offering both the IB Diploma Programme and NCEA. Currently NCEA French, Spanish and Mandarin are offered.
9. At Scots College we recognise the importance of promoting the ongoing development of mother tongue languages. Under certain circumstances, for example if provision is lacking in school, students are encouraged to enrol on correspondence courses. For example: Te Reo Maori.
10. Staff are encouraged to incorporate Te Reo Māori into their classrooms.

### **Links to the Assessment Policy**

Students are offered a range of opportunities to demonstrate their learning, as such students with English as a second language will not be disadvantaged by the sole use of written English language assessment tasks.

### **Links to the Inclusion Policy**

English language assessment data should be able to identify students that are likely to find English as a medium of instruction to be challenging. Additional support and information about suitable differentiation will be offered to the teachers of these students.

### **Ongoing policy review**

The Assistant Principals, Curriculum and AP Teaching and Learning will continue to meet to:

- Review and update the language profile of the school
- To consult with the school community about their views, opinions and requirements with regards to language learning.
- Agree on strategies to support the development of all languages represented at the school (e.g. visual displays, cultural celebrations, guest speakers, programmes of study supporting 'international mindedness', building 'language communities' within the school, cultural and international student exchanges).
- Assess teacher knowledge and skills in integrating the language policy into their daily practice and make recommendations about suitable professional development.

***Review Date:***

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Annually by Principal Prep School, Assistant Principals, Curriculum and AP Teaching and Learning

Revisions tabled at Timetable and Curriculum Committee meetings

***Reporting Requirements:***

Headmaster will report to the Board as appropriate.

***Policy to be available on:***

SMT OneNote

College website

**References:**

International Baccalaureate Organisation (2016). *IB continuum: Learning diversity and inclusion in IB programmes*. IB Publishing Ltd, The Netherlands.

International Baccalaureate Organisation (2015). *Diploma Programme: From principles into practice*. IB Publishing Ltd, The Netherlands.

International Baccalaureate Organisation (2008). *Learning in a language other than mother tongue in IB programmes*. IB, Cardiff.

18<sup>th</sup> May 2016

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